

**Creative Writing
(tbd)**

DO NOT MAKE ENTRIES ON THIS SHEET. IT IS FOR DISPLAY ONLY

Student Fee allocations

	16-17 Actual	17-18 Actual	18-19 Budget	19-20 Proposal	19-20 Difference	% 19-20 Difference
Base amount	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	N/A
61000 - Salary	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
62000 - Wages	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
63000 - Benefits	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
71000 - Current Expense	\$ -	\$ -	\$ -	\$ 6,300	\$ 6,300	N/A
75000 - Travel	\$ -	\$ -	\$ -	\$ 2,700	\$ 2,700	N/A
76000 - Scholarships	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
77000 - Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -	N/A
Total Expense	\$ -	\$ -	\$ -	\$ 9,000	\$ 9,000	N/A
One time request			\$ 2,000	\$ -	\$ (2,000)	-100%
Total Request	\$ -	\$ -	\$ 2,000	\$ 9,000	\$ 7,000	350%
Carry Forward	\$ -	\$ -	\$ -	\$ -	\$ -	N/A

Notes, including any one-time request(s):

Creative Writing received a one time recommendation of \$2,000 for FY18-19. dmt 11/20/2018

STUDENT FEE RECOMMENDATION COMMITTEE FEE REQUEST QUESTIONNAIRE FOR 2019-2020

Department or Program Name: Creative Writing Program, Visiting Writer Series

Name & E-Mail: _____

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Location: EH 442 (RR)
EH 461 (AS)

**Return Fee Request (this Questionnaire and the attached Spreadsheet) via email by
Wednesday, December 5, 2018, at 4 pm to Jennifer Brustad at jenniferbrustad@weber.edu.**

Note: All Student Affairs units must review fee requests with their SAMC representatives prior to submission.

Please respond to all of the following questions in a brief and concise manner (do not exceed 5 pages for questions 1-5).

1. What is your overall mission?

The Visiting Writer Series seeks to not only continue its mission of bringing one nationally-recognized writer to campus each semester to teach short courses to interested students from any and every major, but also to expand the series by bringing in renowned writers from the Mountain West Region. Currently, the Series brings two writers to campus per year: one in the fall and one in the spring (the latter in conjunction with NULC). While these guests provide excellent opportunities for our students campus-wide to engage with nationally recognized poets and writers, we see room for expansion and continuation—partly because our funds for this series are finite and will likely support only three more years. Hence our goal is to shore up the adequate resources for the Series—ideally, bringing in four to five writers per year. Since the program is maturing and our students are professionalizing in new and exciting ways, we see the pursuit of a supported Visiting Writers Series as a necessary step that would afford students the rare opportunity to engage closely with works from a more diverse swath of prominent writers, to have their own writing workshopped by literary artists of national prominence, and to personally connect and network with these writers—catalyzing experiences that resonate beyond a single school year.

Along with their short course, the visiting writer presents their work in a public reading

followed by a question-and-answer session in which students and community members can ask questions about the writing and publishing process. This extends the educational opportunity beyond the classroom into the community, invigorating the local literary community.

2. What do students gain from participating in your program/facility that contributes to the success of a student's educational experience at Weber State?

In her *Washington Post* article, Joyce E.A. Russell wrote, "We know the value of oral communication skills for today's workers, but that other type of communication—writing—is just as important." She spoke with a number of business professionals to test this opinion, and "all of them emphasized the criticality of good writing skills and said that writing is even more important than in previous years. Professionals spend more time each day writing and are inundated with written communications (e-mails, reports, memos and such), so it is imperative that employees be able to write succinctly and write well."

In our increasingly text-based world, our students benefit enormously from being able to use writing not only to convey their ideas but to create emotional connections. Whether writing a marketing plan or sending an email, a writer's ability to generate a sense of urgency can drive business success. Creative writing courses can build exactly these abilities while also asking students to exercise the imaginative skills that drive innovation and invention.

Around the country, universities are enhancing students' writing education by bringing visiting writers to teach master classes. With the help of a short-term grant from the Stewart Education Fund, we were able to develop a similar program at Weber State University. Taught in five three-hour sessions, these one-credit-hour classes give students the opportunity to take intensive creative writing courses that create a lasting impact on their future careers, without taking too much time away from the courses that they need to complete their majors.

Our original impulse to create the Visiting Writer Series came when we looked at programs like the Bread Loaf and Sewanee Writers' Conferences. These highly competitive conferences can cost between \$2,400 and \$3,400 per attendee. Thus, they tend to be limited to wealthy students who can afford both the fees and the cost of travel. Our students tend not to have that kind of cash at hand, and thus miss out on an experience that their wealthier peers enjoy. Wanting the same opportunities for our students, we realized that we could bring writers to our campus to teach a class of students and interact with the community at large for roughly the same amount of money as it would take to send one student to a conference.

The program has been enormously successful, but unfortunately, without a long-term funding stream, it will not be able to continue. We hope that the Student Fee Committee

will recognize the value it offers and help us to secure its future.

- 3. Describe, in general, the evaluation process that your program/facility uses to assess your ability to meet your mission.**

We ask the students what they learned from the experience and have them share feedback about the visiting writer through a data-driven evaluation process. We also gauge interest by attendance and this year we have been breaking records.

- 4. State any increases you received from student fees for 2018-19 (if any), and explain how the increases were/will be used.**

We do not currently receive recurring student funding. However, last year, we received a generous, one-time \$2,000 allocation, which we used to cover part of noted story writer and poet Sabrina Orah Mark's visit to campus this fall.

- 5. Describe any increases you are requesting from student fees for 2019-20 and explain your justification for the request. Each requested increase must be listed and described in your narrative (e.g., compensation, new positions, wage increases, travel, new programmatic initiatives, etc.). Any increase described in your narrative must be itemized on your budget spreadsheet (see question 6 below).**

Below, we list the breakdown for bringing a writer to campus for fall and spring semester.

Visiting Writer Short Course

	Per semester	Total
Stipend	\$2,500 * 2	\$5,000
Airfare	\$650	\$1,300
Hotel	(\$175/night * 4) * 2	\$1,400
Pizza with students	\$150 * 2	\$300
		\$8,000

Below, we list the cost of bringing in three to four regional writers (1-2 each semester).

	Per Calendar Year	Total
Stipend	\$200 * 3	\$600
Dinner	\$100 * 3	\$300
Gas Reimbursement	\$33.33 * 3	\$100
		\$1,000

- 6. Complete the attached spreadsheet outlining your overall budget and any requested increase. Each requested increase described in your narrative (see question 5 above) should correspond to the line items in the spreadsheet column "19-20"**

Change.”

Attached.

If you have any questions, please contact Jennifer Brustad at 626-8904, jenniferbrustad@weber.edu; Dave Taylor at 626-6737, dtaylor@weber.edu; Daniel Kilcrease at 626-6008, dkilcrease@weber.edu; or Brett Perozzi at 626-6008, brettperozzi@weber.edu.